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ABSTRACT

Based on the 1998 Arkansas State Language Arts Framework, this sample curriculum model for grade two language arts is divided into sections focusing on writing; listening, speaking, and viewing; and reading. Each section lists standards; benchmarks; assessments; and strategies/activities. The reading section itself is divided into print awareness; phonological awareness/decoding/vocabulary; comprehension; fluency; and literary response. Writing standards include moving from visual and spoken experiences to written language through positive modeling. An example of a writing benchmark has students recording observations and experiences. A suggested writing strategy uses modeled writing to show students how to record visual and spoken experiences. A standard for listening, speaking, and viewing focuses on listening for a variety of purposes, such as enjoyment, information, and details. A corresponding benchmark has students state their purpose for listening. A suggested listening strategy encourages teachers to explain to students the purpose for listening before reading a story. Reading standards include expanding vocabulary through reading. A benchmark for this standard is for students to use knowledge of multi-meaning words to comprehend text. An example of a reading strategy uses word analogies to develop new vocabulary words. Assessments for the three areas include teacher made tests and samples of student writing. (PM)

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The Arkansas Department of
Education

# Language Arts Curriculum Framework: Sample Curriculum Model Grade 2

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# SAMPLE CURRICULUM MODEL

## GRADE 2

based on the 1998 Arkansas State Language Arts Framework
Arkansas Department of Education, 1998

Grade Level __2__

## WRITING

| Standard W.1.0 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE W. 1.1. Move from visual and spoken experiences to written language through positive modeling. | Students will record observations and experiences using the model developed by the group.<br><br>Students will show an awareness of formal language patterns in place of oral language patterns at appropriate places in their own writing (e.g. "Once upon a time. . . ."). | • Samples of student writing<br>• Analysis of journal entries<br>• Portfolios<br>• Checklist | • Use modeled writing to show students how to record visual and spoken experiences.<br>• Provide opportunities for students to record class and individual observations and experiences in journals or writing folders.<br>• Students will orally rehearse their sentences/stories in order to have the language structure well established in their heads before they write.<br>• Compose "Daily News" in which the teacher or students write about current events. Sentences are read aloud, revised, and edited by the group using teacher guidance. |
| SLE W.1.2 Understand the relationship between letters and words, words and sentences, sentences and paragraphs, and paragraphs and whole pieces. | Students will distinguish sentences in paragraphs and paragraphs in whole pieces of text.<br><br>Students will write a paragraph on a topic or a story using conventional spelling and conventions of print.<br><br>Students will write a simple narrative using time order to sequence and organize writing.<br><br>Students will use appropriate format in writing (e.g., margins, titles, indentations). | • Samples of student writing<br>• Analysis of journal entries<br>• Statewide test<br>• Teacher made tests | • Use shared reading to show the relationship between letters, words, sentences and paragraphs.<br>• Use modeled writing to show the relationship between letters, words, sentences and paragraphs.<br>• Provide students opportunity to write daily.<br>• Compose stories or paragraphs using a story map or semantic map.<br>• Have students work in small groups to reconstruct paragraphs from jumbled sentences.<br>• Have students complete a newstelling planning sheet before sharing a story or experience. |

Grade Level 2

## WRITING

| Standard W.1.0 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE W.1.3. Follow patterns from predictable books, poems and stories. | Students will use predictable language patterns in poems, stories and songs to write similar text. | • Samples of student writing<br>• Portfolio<br>• Checklist<br>• Analysis of log/journal entries | • Compose individual and class innovations on predictable texts, such as books, poems, and stories.<br>• Select a well-known traditional story and have the students write the same story from a point of view different from the author.<br>• Compose ABC books based on a content area unit of study (e.g. an ABC book on dinosaurs). |
| SLE W.1.4 Use individual and collective strategies for finding and developing ideas about which to write. | Students will generate ideas for writing by using available resources as references for topics and vocabulary (e.g. brainstorming, experiences, books, word wall, labels, charts, informational texts). | • Samples of student writing with brainstorming lists or similar idea banks, prewriting graphic organizers, and drafts<br>• Portfolio<br>• Checklist<br>• Analysis of log/journal entries | • Model strategies for gathering and organizing ideas for writing: drawing, talking, reading, clustering, role playing, quick-writing.<br>• Have students orally create text for a wordless picture book such as Do You Want to be My Friend? (Carle, 1988) and then have them write the story.<br>• When introducing a new subject area topic, display several books for students to browse through and read. Encourage students to write questions that they may have about the topic. Write the questions on chart paper and have students select one as a topic for a report. |

Grade Level 2

## WRITING

| Standard W.1.0 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE W.1.5<br>Write from experiences and thoughts. | Students will write brief personal narratives that are logically sequenced and describe people, objects and events in detail.<br><br>Students will write in a personal journal. | • Samples of student writing<br>• Analysis of journal entries<br>• Statewide test | • Use a "write aloud" to model writing a personal narrative. The teacher writes a personal narrative based on her own experiences using a story map as an organizer. As she writes she "thinks aloud" the process of writing from experiences.<br>• Students keep journals to record events, personal stories, ideas.<br>• After reading a selection such as Feelings (Aliki, 1988) have the students trace around their bodies on white bulletin board paper and fill the inside of their shapes with images and words that describe their ideas<br>• Use the book A Chair for My Mother (Williams, 1982) as an example of a story written as a personal narrative. |
| SLE W.1.6.<br>Write in one or more subject areas daily. | Students will record their own knowledge of a subject in various ways, such as drawing pictures, making lists, semantic maps, learning logs. | • Analysis of log/ journal entries<br>• Samples of student writing<br>• Portfolio | • Provide students with graphic organizers to record information about a unit of study.<br>• Provide time for students to record in the learning logs either in pictures, labels or words what they have learned. |

Grade Level 2

## WRITING

| Standard W.1.0 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE W.1.7. Recognize and express cultural diversity in writing. | Students will compose in groups and individually in response to multicultural themes and stories read to them or read by them. | • Samples of student writing<br>• Statewide test<br>• Portfolio<br>• Analysis of log/reading response journal entries | • Read books about children from other cultures with whom students can relate their own lives. For example, read Too Many Tamales (Soto, 1993) and have students write about a time they got in trouble like Maria did in the story. Have them compare the way their stories ended with the one in the book.<br>• Read a book such as A Picture Book of Martin Luther King, Jr. (Adler, 1989) and have students write their responses in their reading response journals. |
| SLE W.1.8. Respond appropriately to the writing of others. | Students will respond to the writing of others by giving specific feedback on the clarity and logical order of the writing as directed by the teacher. | • Observation<br>• Checklist<br>• Performance | • Model how to use the revision checklist and appropriate behavior during peer revision. Have students meet in writing groups to share their compositions with classmates. They will respond to a writer's rough draft and suggest possible revisions. |

Grade Level __2__

WRITING

| Standard W.1.0 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE W.1.9. Use the responses of others to review writing for clarity, style and content. | Students will revise writing for content and clarity based on peer responses and teacher conference. | • Samples of student writing with revision checklist and drafts attached<br>• Checklist<br>• Performance<br>• Observation<br>• Portfolio | • Discuss how well-developed content and clarity are achieved in student writings or published works.<br>• Model adding, deleting and altering as a messy but necessary part of revision.<br>• Concentrate on only one or two skills at a time.<br>• Encourage students to make changes to rough drafts: additions, substitutions, deletions and moves. |
| SLE W.1.10. Acquire information with the use of computers and other available technology to gather, write and revise texts. | Students will use available technology for aspects of writing, such as creating, revising, editing and publishing. | • Samples of student writings<br>• Checklist<br>• Portfolio<br>• Observation | • Provide opportunity for students to use computers to complete written work to its final form.<br>• Provide opportunity for students to use available technology to gather information for written work. |

Grade Level __2__

## WRITING

| Standard W.1.0 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE W.1.11. Write in a variety of modes, such as journals, stories, poems, letters, interviews and notes.<br><br>SLE W.1.12. Write for a variety of audiences, such as peers, parents, teachers and community.<br><br>SLE W.1.13. Write for a variety of purposes, such as to persuade, to enjoy, to entertain, to inform, to record, to respond to reading and to solve problems. | Students will select writing mode to suit purpose and audience.<br><br>Students will demonstrate success in writing a range of texts (e.g. stories, personal narratives, informational paragraph, poetry, innovations on text). | • Samples of student writing<br>• Analysis of journal entries<br>• Writing portfolios<br>• Checklist<br>• Performance<br>• Statewide test<br>• Teacher made tests | • Clearly model how to do any writing students are expected to do. "Think aloud" the process or procedures for completing the written work.<br>• Provide time everyday for students to write independently.<br>• Provide students opportunity to write in a variety of modes in response to literature, thematic units, content area units, current issues.<br>• Read a book, such as Arthur's Pen Pal (Hoban, 1982), to introduce students to letter writing.<br>• Provide students with opportunity to write for a variety of reasons:<br>--to inform (explain, describe), such as reports,<br>--to entertain, such as in stories, poems, plays,<br>--to frame questions for research/investigation,<br>--to correspond, such as letters, invitations,<br>--to summarize and organize ideas gained from multiple sources in various ways, such as learning logs and timelines,<br>--to respond to reading in summaries, journals, retellings, etc. |
| SLE W.1.14. Develop a collection of writings. | Students will maintain a writing portfolio. | • Portfolio<br>• Checklist | • Discuss with students the purpose of a writing portfolio and assist them in selecting writing samples to place in their portfolios.<br>• Provide time everyday for self-selected writing. |

Grade Level __2__

**WRITING**

| Standard W.2.0 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE W.2.1. Write independently on self-selected topics. | Students will write spontaneously for self and others.<br><br>Students will persevere to complete writing tasks. | • Samples of student writing<br>• Portfolio<br>• Analysis of log/journal entries<br>• Project | • Provide time for self-selected writing everyday. |
| SLE W.2.2. Organize information according to criteria for importance and impact rather than according to availability. | Students will use specific information from graphic organizers (e.g. story maps, semantic maps, Venn diagram) to write a paragraph independently.<br><br>Students will develop drafts by selecting one category of information from the prewriting activity and developing it into a paragraph. | • Samples of student writing with graphic organizers and drafts attached<br>• Statewide test<br>• Teacher made tests | • Complete a graphic organizer using information provided by the students.<br>• Give students their own graphic organizers to complete while the class works with the teacher.<br>• Have students select two categories from which to compose a story or informational text. |
| SLE W.2.3. Work in cooperative groups to produce a written product. | Students will problem-solve in cooperative groups to form lists, compose correspondence, write in response to reading. | • Performance<br>• Project<br>• Checklist<br>• Samples of student writing | • Have students work in groups to create a written product, such as story boards or their own versions of the key events from the story.<br>• Divide students into literature focus groups (groups of 5-6) to read and study books related to a central theme, a series, or an author, such as books by Cynthia Rylant (<u>When I Was Young in the Mountains,</u> 1982). After reading the books, have students present what they have learned in a collaborative production, such as a play, Reader's Theater, research report, etc. |

Grade Level __2__

## WRITING

| Standard W.2.0 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE W.2.4. Monitor progress of self and others.<br><br>SLE W.2.5. Accept responsibility for completing writing tasks. | Students will examine written work with teacher assistance to determine progress in writing and work habits. | • Teacher-student writing conferences<br>• Checklist<br>• Portfolio<br>• Statewide test<br>• Teacher made tests<br>• Analysis of log/journal entries | • Have students maintain a writing portfolio. Meet with the students frequently to monitor progress in writing.<br>• Explain the purpose and content of a writing portfolio, including how to record on checklists.<br>• Establish a process for conferencing with students so they can explain the progress they are making in writing.<br>• During self-selected writing, choose a few students everyday with whom to conference about their writing.<br>• Display a writing process chart on which students move name cards as they progress through each stage of writing. At the end they share their writing in the author's chair. |

Grade Level 2

WRITING

| Standard W.2.0 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE W.2.6. Edit writing for developmentally appropriate spelling, usage, mechanics, grammar, vocabulary, handwriting and content accuracy. | Students will write legibly in manuscript.<br><br>Students will write with accurate spelling in final drafts.<br><br>Students will compose a variety of simple sentences in meaningful context.<br><br>Students will use editing checklists with teacher assistance and peer editing.<br><br>Students will use capital letters correctly: names of people, places, days of the week, months, holidays, initials, greeting and closing of a letter.<br><br>Students will use correct punctuation: period, question mark, exclamation mark; periods with initials or abbreviations; comma in a date and in the conventions of letter writing.<br><br>Students will use singular and plural forms of regular nouns.<br><br>Students will write with correct subject-verb agreement.<br><br>Students will use correct irregular verbs. | • Samples of student writing with drafts and editing checklist<br>• Statewide test<br>• Checklist<br>• Teacher made tests | • Model use of editing and revising checklists.<br>• Use teacher-student conferences to discuss the individual student's use of editing and revision checklists.<br>• Conduct minilessons on revision strategies, such as expanding sentences.<br>• Have students read their work aloud to hear mistakes.<br>• Delete all of one particular part of speech in a piece of text and ask students to replace the words without seeing the text.<br>• Use punctuation cloze activities to reinforce punctuation skills.<br>• During self-selected writing, conduct minilessons for small groups, or the whole class if needed, in the areas of language conventions, mechanics, spelling.<br>• Use books to illustrate language structure and conventions. For example, read Mine's the Best (Bonsall, 1993) to teach subject and predicate identification. Read The Biggest, Smallest, Fastest, Tallest Things You've Heard Of (Lopshire, 1961) to illustrate use of the question mark. Use poems from Something BIG Has Been Here (Prelutsky, 1990) to illustrate use of the exclamation point. |

Grade Level 2

## WRITING

| Standard W.2.0 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE W.2.7. Publish writing in a variety of ways, such as class anthologies, public readings, newsletters, newspapers, bulletin board, sharing with others and books. | Students will contribute written work to the literate environment of the classroom/school.<br><br>Students will frequently refine selected pieces to "publish" for general and specific audiences, such as class newsletters. | • Samples of student writing<br>• Performance<br>• Exhibition<br>• Project | • Provide opportunity for students to do self-selected writing everyday.<br>• Give students the opportunity to make big books for kindergarten and first grade classes.<br>• Write poems, stories, and songs and present them at school assemblies.<br>• Provide opportunities for students to publish their writing in a variety of ways, such as class newsletters, original books, class anthologies, correspondence.<br>• Post students' work on the walls throughout the school. |

Grade Level 2

## LISTENING, SPEAKING, VIEWING

| Standard LSV 1.0 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE LSV.1.1<br>Listen for a variety of purposes, such as enjoyment, information and details. | Students will state purpose for listening, such as to gain information, to solve problems, to enjoy. | • Teacher-student interview<br>• Statewide test<br>• Observation<br>• Teacher made tests | • Before reading a story explain to students the purpose for listening and have students explain the listening strategy. For example read poems from Good Books, Good Times (Hopkins, 1990) and have students tell main idea of each poem. |
| SLE LSV.1.2.<br>Listen selectively and attentively to a variety of speakers. | Students will show respect for a speaker through demonstration of active listening behaviors which may include: smiling, making eye contact, giving attention, sitting still, facing speaker, taking turns to speak, asking questions. | • Observation<br>• Teacher made tests | • Read the book, Lily's Purple Plastic Purse (Henkes, 1996). Discuss with the students how Lily's excitement to share her new things got her into trouble.<br>• Brainstorm the behaviors of the active listener.<br>• Role play effective and ineffective listening behaviors.<br>• Provide opportunities for student's and visitors to speak to the class. |
| SLE LSV.1.4.<br>Listen to improve reading, oral and written performance.<br><br>SLE LSV.1.19.<br>Confirm understanding by paraphrasing ideas. | Students will listen to proficient, fluent models of oral reading, including selections from classic and contemporary works.<br><br>Students will demonstrate the ability to listen by:<br>--discussing the topic when finished listening,<br>--discussing significant events in a story,<br>--retelling a story,<br>--incorporating new ideas and vocabulary into their own speech. | • Observation<br>• Performance<br>• Samples of student writing<br>• Analysis of log/ journal entries<br>• Oral retelling | • Use assisted reading with books such as Chicken Soup with Rice (Sendak, 1989) —teacher reads in phrases or sentences to students and they read the sentence or phrase back.<br>• Use modeled writing to record an experience or event and then allow the students to write their responses in their journals.<br>• Read a big book such as What Do You Do with a Kangaroo? (Mayer, 1987) and have students retell the book using the language of the characters.<br>• Draw students' attention to narrative language when reading fiction (e.g.: "Once upon a time"; "happily ever after"; "a long, long time ago"). Encourage the students to use the language in dramatic play.<br>• Read to students to model fluent reading. |

Grade Level 2

## LISTENING, SPEAKING, VIEWING

| Standard LSV 1.0 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE LSV.1.5. Develop strategies such as asking relevant questions, taking notes and making predictions for understanding what is heard. | Students will use a variety of strategies to understand what is heard such as:<br>--raise questions in response to what is heard,<br>--connect their own personal experiences, information, insight and ideas with those being shared,<br>--form mental pictures or draw sketches of what is being shared. | • Observation<br>• Teacher made tests<br>• Analysis of log/journal entries<br>• Statewide test<br>• Teacher made tests | • Model listening strategies using "think alouds".<br>• Teach students to self-question by asking students to listen to a selection being read and develop questions to ask the teacher about the content after the selection is read.<br>• Have one student read while the other student quickdraws pictures in learning log of what he has heard. Then both reread the text to check accuracy.<br>• Read the poem "What If?" (Hopkins, 1990). Students can visualize in their minds and list in their learning logs the item they think answers the questions. |
| SLE LSV.1.6. Listen to follow directions sequentially. | Students will understand and follow directions involving multiple steps.<br><br>Students will listen to and perform a series of directions related to a subject area. | • Statewide test<br>• Teacher made tests<br>• Demonstration | • Model for students and have them apply the following techniques for listening to follow directions: Listen carefully for each step in the directions. Listen for key words, such as first, next, last.<br>• Have students repeat the directions for assignments or tasks to a partner.<br>• Engage students in games that involve making certain motions or doing certain actions in response to spoken or sung directions. |

Grade Level 2

## LISTENING, SPEAKING, VIEWING

| Standard LSV 1.0 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE LSV.1.7. Respond to artistic performances both verbal and musical. | Students will evaluate a performance by giving an opinion with evidence to support it. | • Observation<br>• Checklist<br>• Samples of student writing<br>• Performance | • Provide opportunities for students to experience verbal and musical performances.<br>• Discuss the criteria for a quality performance.<br>• Discuss appropriate behavior during an artistic performances.<br>• Have students express their opinions, orally or in writing, of the performance and justify their opinions with evidence. |
| SLE LSV.1.8. Share ideas in discussions, conversation and presentation.<br><br>SLE LSV.1.10. Contribute to class and small group discussions.<br><br>SLE LSV.1.25. Discuss current events. | Students will participate in formal and informal discussions about experiences, observations, thoughts and ideas and state and local events. | • Observation<br>• Performance<br>• Checklist<br>• Analysis of journal entries | • Provide opportunities for students to share thoughts and ideas.<br>• Role play appropriate conversational behavior.<br>• Discuss state and local current events.<br>• Encourage students to bring news articles from home to share.<br>• Ask questions which elicit more than a yes or no response from students.<br>• Participate in discussions and model good questioning and question responding.<br>• Call on individual students to talk instead of waiting for volunteers.<br>• Allow students to share in small groups, record their thoughts and then share as a whole group. |

Grade Level 2

## LISTENING, SPEAKING, VIEWING

| Standard LSV 1.0 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE LSV.1.9. Respond appropriately to the thoughts and ideas of others. | Students will recognize the right of others to express opposing views/opinions.<br><br>Students will avoid the use of "put-downs" to others who disagree. | • Observation<br>• Performance<br>• Analysis of journal entries<br>• Checklist | • Establish the "norms" for discussion with the class. Post a chart of the norms in the classroom for periodic review and refer to them as needed.<br>• Have students record responses to a topic in their journals and then share. |
| SLE LSV.1.12. Give reasons for support of opinions expressed. | Students will support spoken ideas and opinions with evidence and examples. | • Observation<br>• Performance | • Model for students how to share an opinion with evidence which supports that opinion.<br>• Use questioning to elicit from students the reasons for their opinions. |
| SLE LSV.1.13. Tell and retell stories from writing, reading, and pictures. | Students will select a story to retell to the class incorporating use of descriptive language and elements of a story. | • Retelling rubric<br>• Performance<br>• Observation<br>• Teacher made tests | • Model the retelling process.<br>• Provide daily time for "reader's chair" in which a few of the students do book talks on books they have read.<br>• Have students write the text for a wordless picture book such as Do You Want to Be My Friend? (Carle, 1988) and share it with the class. |
| SLE LSV.1.14. Participate in collaborative speaking activities, such as choral readings, plays and reciting poems. | Students will participate in a variety of collaborative speaking activities, such as choral readings, book talks, dramatizations. | • Observation<br>• Performance<br>• Demonstration<br>• Checklist | • Provide opportunities for students to work collaboratively on oral presentations, such as choral readings, plays, demonstrations. |

Grade Level 2

## LISTENING, SPEAKING, VIEWING

| Standard LSV 1.0 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE LSV.1.15. Initiate and participate in conversations about reading. | Students will discuss favorite books and stories.<br><br>Students will begin to talk about favorite authors. | • Observation<br>• Checklist<br>• Performance | • Divide students into small literature focus groups based on interests-- a small group of students silently read the same book and then discuss what they have read with their group.<br>• Provide time everyday for students to conduct book talks, (Reader's Chair).<br>• Read to students everyday and lead conversations about the stories.<br>• Teachers should enthusiastically share the books they are reading with their students. |
| SLE LSV.1.16. Read orally with meaning and expression. | Students will read orally from familiar text with fluency (accuracy, expression, appropriate phrasing and attention to punctuation).<br><br>Students will use their knowledge of the musical elements of literacy language, such as rhyme and repeated sounds, to enhance oral reading. | • Oral reading records<br>• Checklist<br>• Observation<br>• Performance | • Read to students every day to model fluent reading.<br>• Use assisted reading-- teacher reads to students and they read the sentence or phrase back—to read text which promotes phrasing.<br>• Provide opportunities for students to reread with others through choral reading, partner reading, small group reading.<br>• Provide opportunity for students to read text which has repeated sounds or phrases to develop rhythm in reading. |
| SLE LSV.1.17 Explain directions for a particular purpose. | Students will give multiple step directions or explain the process of simple activities or tasks. | • Observation<br>• Performance<br>• Demonstration<br>• Project | • Play games which require students to give directions to the class.<br>• Have students repeat directions for assignments or tasks to a partner.<br>• Have students practice giving instructions for simple tasks or procedures (e.g. making a sandwich). |

Grade Level 2

## LISTENING, SPEAKING, VIEWING

| Standard LSV 1.0 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE LSV. 1.18. Make and respond to introductions. | Students respond appropriately and courteously when being introduced.<br><br>Students will introduce a younger person to an older person and tell who they are. | • Performance<br>• Observation<br>• Checklist | • Role play the proper way to make and receive introductions. |
| SLE LSV.1.20. Collaborate with others to solve and resolve problems. | Students will apply problem-solving skills in their various learning environments. | • Observation<br>• Checklist<br>• Project | • Have students will role play scenarios in which they use appropriate strategies for problem solving (e.g. which T. V. show to watch; where to go on vacation). |
| SLE LSV. 1.21. Use technology to enhance and evaluate oral performances and presentations. | Students will monitor fluency in reading by reviewing recordings of oral reading.<br><br>Students will review video recordings of class presentations. | • Oral presentation rubric<br>• Observation<br>• Checklist<br>• Performance<br>• Demonstration<br>• Teacher-student reading conference | • Audiotape students' oral reading to review for fluency, to document student growth, and to diagnose and prescribe instruction.<br>• Videotape individual and class oral performances. Have class review performance using oral presentation rubric. |
| SLE LSV.1.23. Participate in discussion by alternating the roles of speaker and listener. | Students will take turns respectfully when speaking and listening.<br><br>Students will speak clearly and audibly.<br><br>Students will actively listen to the speaker.<br><br>Students will ask and answer relevant questions and make contributions in small or large group discussions. | • Observation<br>• Performance<br>• Checklist | • Model the appropriate behavior of the listener and speaker.<br>• Have students role play appropriate listening and speaking behaviors.<br>• Provide opportunities for students to participate in formal and informal speaking/listening activities.<br>• Encourage students to discuss subject area learning activities while in progress. |

Grade Level 2

## LISTENING, SPEAKING, VIEWING

| Standard LSV 1.0 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE LSV.1.24. Present work completed in subject areas to large and small groups in and out of the classroom for discussion. | Students will create an individual or collaborative project from another discipline and share it with others.<br><br>Students will demonstrate appropriate stage presence (e.g. eye contact, posture, facial expressions). | • Oral presentation rubric<br>• Performance<br>• Observation<br>• Exhibition | • Model appropriate and inappropriate oral presentation behaviors.<br>• Create a display related to a subject area topic of study and present it orally to the class.<br>• Use an inanimate object in science such as a rock and write and present a monologue describing the life of a rock.<br>• After reading comparison text, have two students role play a discussion between the two things being compared (e.g. raccoons and robins).<br>• Have students take turns around a small circle to present and talk about an item of work and guide sharing through questioning and feedback. Invite other students in the circle to respond to or question each speaker. Have them then present their work to the whole class or in a school assembly.<br>• Have students prepare an items of interest to show to another class or during a school assembly. Assist the students in preparing a brief explanation of how and why it was produced. |

Grade Level 2

## LISTENING, SPEAKING, VIEWING

| Standard LSV 1.0 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE LSV.1.11. Speak in complete sentences.<br><br>SLE LSV.1.26. Speak to a variety of audiences in a variety of places for a variety of reasons.<br><br>SLE LSV.1.27. Engage the audience with eye contact and appropriate verbal cues.<br><br>SLE LSV.1.28. Recognize when audiences do not understand the message and adapt speaking to clarify.<br><br>SLE LSV.1.29. Use clear, concise, organized language when speaking.<br><br>SLE LSV.1.30. Respond to questions from the audience. | Students will choose and adapt spoken language appropriate to the audience, purpose and occasion including use of appropriate volume and rate.<br><br>Students will use effective oral communication skills which may include:<br>--speaking in complete thoughts using increasingly correct grammar,<br>--speaking clearly and distinctly,<br>--focusing discussion on topic being discussed,<br>--expressing ideas clearly and concisely,<br>--justifying and providing evidence for expressed opinions,<br>--responding courteously to questions from the audience. | • Observation<br>• Oral presentation rubric<br>• Performance<br>• Checklist<br>• Demonstration | • Model appropriate oral communication skills for students.<br>• Discuss with students appropriate speech and manners when making oral presentations using an oral presentation rubric.<br>• Make a presentation to the class and allow them to critique the presentation using the rubric.<br>• Provide opportunities for students to participate in a variety of speaking activities which may include:<br>--oral reports,<br>--choral reading,<br>--buddy reading,<br>--reciting poetry,<br>--puppet shows,<br>--plays,<br>--school announcements.<br>to a variety audiences which may include:<br>-- parents,<br>--other classes,<br>--school assemblies,<br>--student body,<br>--civic clubs,<br>--community events. |

Grade Level __2__

## LISTENING, SPEAKING, VIEWING

| Standard LSV 1.0 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE LSV.1.31. Give immediate, respectful, detailed feedback to a variety of speakers.<br><br>SLE LSV 1.22. Check information for accuracy. | Students will evaluate a speaker based on predetermined criteria.<br><br>Students will provide honest feedback which is constructive and based on evidence. | • Oral presentation rubric<br>• Observation<br>• Performance<br>• Checklist | • Use an oral presentation rubric to discuss with students how to give respectful, detailed feedback.<br>• Role play giving constructive feedback without the use of "put-down" or critical overtones.<br>• As a class, complete an oral presentation rubric for a speaker and give the rubric to the speaker for review.<br>• Discuss a speaker's presentation in terms of clarity of speech, mannerisms, content and accuracy of information. |
| SLE LSV.1.32. Receive and use constructive feedback to improve speaking abilities. | Students will accept contributions of the group or teacher and make modifications to improve performance. | • Oral presentation rubric<br>• Observation<br>• Performance<br>• Checklist | • Discuss the purpose and content of the oral presentation rubric.<br>• Provide opportunities for students to give oral presentations, such as reading excerpts from stories, reciting poetry, giving reports, making speeches.<br>• Provide students with feedback concerning their presentations. |

Grade Level __2__

## LISTENING, SPEAKING, VIEWING

| Standard LSV 1.0 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE LSV.1.3. Listen to reinforce and extend learning through the use of technology.<br>SLE LSV.1.33. Make informed judgements about television, radio and film productions.<br>SLE LSV.1.34. Demonstrate an awareness of the presence of media in daily life.<br>SLE LSV.1.35. Evaluate the role media plays in focusing attention and forming opinion.<br>SLE LSV.1.36. Judge the extent to which media provides a source of entertainment as well as source of information.<br>SLE LSV.1.37. Interpret the role of advertising as a part of media. | Students will distinguish the purpose of various types of media presentations (e.g. to inform, to entertain, to persuade).<br><br>Students will compare written stories with filmed versions.<br><br>Students will describe how an illustrator's choice of style, elements, and media help to represent or extend text meanings. | • Observation<br>• Demonstration<br>• Project<br>• Performance<br>• Samples of student writing<br>• Analysis of log/journal entries | • Read books such as Berenstain Bears and Too Much T.V. (Berenstain, 1984). Discuss the main idea of the book. Have students brainstorm things they can do in their free time other than watch television.<br>• Read books that are the basis of plays, movies, television shows, such as Cinderella. Compare the filmed version and the printed version using a Venn diagram. Write a comparison essay.<br>• Have students record the television programs they watch for one week. Use students' lists to analyze the types of programs they watch.<br>• Examine authors' works for the contribution of style, elements and media to the quality of the story.<br>• Have students examine advertisements in different types of magazines and tell why they are different. Model how an advertisement might be modified if it were to appear in a publication that has a different audience. |

Grade Level 2

READING: PRINT AWARENESS

| Standard R.1, R.2 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| **SLE R.1.2. Demonstrate and use concepts of print such as directionality, spacing, punctuation and configuration in developmentally appropriate ways.** | Students will use parts of a book to locate information, including table of contents, chapter titles, illustrations, indices, punctuation and bold print.<br><br>Students will interpret and use graphic sources of information, including maps, charts, graphs and illustrations. | • Teacher made tests<br>• Observation<br>• Projects<br>• Statewide test | • Using student texts, point out the various features of text and their functions, such as table of contents, chapter title, indices, illustrations, graphs, maps.<br>• Have students conduct research (e.g. the number of students who ride a bus, walk or ride in cars) and have them graph or chart the information.<br>• Have students draw a map of the room and label the areas. |

Grade Level 2

READING: PHONOLOGICAL AWARENESS/DECODING/VOCABULARY

| Standard R.1, R.2 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| **GRAPHOPHONICS SYNTAX, SEMANTICS**<br><br>**SLE R.1.3. Recognize and associate letters and sounds.**<br><br>**SLE R.1.4. Use phonetic skills to decode words.**<br><br>**SLE R.1.5 Use major cueing systems, such as phonetic, syntactic and semantic to decode and construct meaning.** | GRAPHOPHONICS, SYNTAX, SEMANTICS<br><br>Students will use knowledge of common letter sound correspondences, including sounds represented by single letters (consonant and vowel) consonant blends, consonant digraphs, consonant variants (hard c, soft c) vowel digraphs, diphthongs, r-controlled vowels and common spelling patterns to decode and comprehend text.<br><br>Students will use knowledge of word structure, such as root words, inflectional endings, compound words, contractions and simple prefixes and suffixes to decode and comprehend text.<br><br>Students will recognize a large core of high frequency words.<br><br>Students will demonstrate the ability to identify consonant and vowels sounds represented by one or more spellings.<br><br>Students will integrate context clues, picture cues, knowledge of sentence structure and graphophonics to decode and comprehend text.<br><br>Students will identify unknown words in continuous text by rereading, cross checking, searching for additional cues, etc. | **GRAPHOPHONICS SYNTAX, SEMANTICS**<br><br>• Observation of students during guided reading<br>• Oral reading records with miscue analysis<br>• Word recognition test<br>• Teacher-student reading conference<br>• Cloze and modified cloze activities<br>• Dictated sentences<br>• Teacher made tests<br>• Checklist<br>• Observation<br>• Statewide test | **GRAPHOPHONICS, SYNTAX, SEMANTICS**<br>• Use the whole-part-whole sequence for teaching phonics, word structure and vocabulary. For example, have students read the book <u>When I Was Young in the Mountains</u> (Rylant, 1982). After discussing the story, discuss what a compound word is and have students skim the text for compound words. Have students choose one word to illustrate and label. Use a variety of activities such as word sorts, word building, etc. to reinforce skill.<br>• Review phonics generalizations and rules as part of the spelling program because some rules are more useful for writing than for reading (e.g. changing y to i and adding es in plurals).<br>• Model use of cueing systems in shared reading sessions:<br>--delete words that require students to use their semantic knowledge to predict (e.g. The <u>(lightning)</u> flashed in the sky during the storm.),<br>--delete words that can be predicted by using knowledge of syntax,<br>--cross-check prediction by looking at graphophonics and pictures.<br>• Model word-solving strategies in the context of shared reading:<br>--comparing similar words,<br>--breaking words into smaller words.<br>• Do "Make Words" lessons. Read the book <u>Word Wizard</u> (Falwell, 1998) to introduce the activity. Give students enough letter cards to make a particular word like "mountain." Make smaller words building to the final word which should be composed of all letters. |

Grade Level 2

READING: PHONOLOGICAL AWARENESS/DECODING/VOCABULARY (continued)

| Standard R.1, R.2 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE R.1.6. Expand vocabulary through reading. | Students will incorporate words learned from reading narrative text and studying content areas into their own reading, speaking and writing activities.<br><br>Students will use knowledge of multi-meaning words to comprehend text.<br><br>Students will use knowledge of synonyms, antonyms and homonyms in reading, writing and speaking activities.<br><br>Students will use resources and references such as beginner's dictionaries, available technology and context to build word meanings. | • Observation<br>• Samples of student writing<br>• Statewide test<br>• Teacher made tests<br>• Oral reading records<br>• Cloze and modified cloze procedures | • Use word analogies to develop new vocabulary words. For example, in the book When I Was Young in the Mountains (Rylant, 1982), use the word "swimming" as a spring board to other words in which the consonant is doubled before adding 'ing' (e.g. humming, clapping, running).<br>• Introduce the concept of the "nym" words by reading books which illustrate them. For example, use A Big Fish Story (Wylie, 1983) to introduce synonyms. Have students brainstorm other synonyms for overused words and develop a class synonym chart which can be used as a reference during reading and writing.<br>• Have students reenact a story using the story language.<br>• Have students summarize a content area text using pre-selected vocabulary words.<br>• Have students maintain a personal word dictionary in which they put difficult, interesting or important words.<br>• Develop word walls for units of study such as plants.<br>• Use a word play book, such as Eight Ate: A Feast of Homonym Riddles (Terban, 1982) and have students analyze words and make their own homophone books in which they draw pictures to illustrate pairs of homophones and use confusing word pairs in sentences. Use a similar procedure for other types of words. |

Grade Level 2

READING: COMPREHENSION

| Standard R.1, R.2 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| **SLE R.1.7. Understand the goal of reading is to construct meaning.** | Students will monitor their own comprehension and when comprehension breaks down, use appropriate fix-up strategies which may include: read on/read back, predict/confirm, form mental pictures, adjust reading rate. | • Oral or written retelling<br>• Observation of students during guided reading<br>• Oral reading records with miscue analysis<br>• Students accurately answer questions about text<br>• Analysis of comprehension activities (e.g. story maps)<br>• Statewide test<br>• Teacher made tests<br>• Samples of student writing | • Conduct a "think aloud" to model the thinking that good readers do as a text is read:<br>--ask, "Does this make sense? Does it sound right?",<br>--adjust reading rate when necessary,<br>--read on or read back to retain meaning,<br>--predict outcomes.<br>• Students will read a section **of text and then tell a partner what they "see in their heads" as they read. They will return to skim or scan the text and substantiate or change their mental picture.**<br>• Use guided reading groups to work with students in a small group so they can be prompted to apply reading strategies and can have specific feedback that praises an appropriate use of strategies.<br>• Lead students on a picture walk of a book they are about to read to develop background knowledge and to predict vocabulary they will be reading. |

Grade Level __2__

READING: COMPREHENSION (continued)

| Standard R.1, R.2 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| **SLE R.1.8. Understand that reading is communication between the author and the reader.** | Students will demonstrate knowledge that authors/ illustrators are real people who go through a process to produce a book.<br><br>Students will use knowledge of author's purpose to comprehend text. | • Observation<br>• Analysis of learning log/reading response journals | • Invite local writers and illustrators to talk with the class.<br>• Have students read the works and excerpts from the autobiographies of various authors discussing the reason they became authors.<br>• Display posters, pictures, bookmarks pamphlets of authors and their works.<br>• Listen to audio tapes or view video tapes of authors discussing their books.<br>• Have the students write letters to their favorite authors.<br>• After reading a book, engage students in a discussion of author's purpose.<br>• Have students write their own books listing themselves as authors. |

Grade Level __2__
READING: COMPREHENSION (continued)

| Standard R.1, R.2 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE R.1.9. Establish purposes for reading, such as enjoying, learning, modeling, sharing, performing, investigating and solving problems. | Students will state purposes for reading and listening, such as to be informed, to follow directions and to be entertained. | • Teacher-student reading conference<br>• Statewide test<br>• Teacher made tests<br>• Portfolio | • As various types of reading materials are read, engage the class in a discussion of the purposes of each kind.<br>• Plan activities where students are reading for different purposes and make them aware of the differences in purposes, such as:<br>--reading adventure series to entertain,<br>--reading math story problems to solve problems,<br>--reading an encyclopedia article to inform.<br>• Ask students to share and substantiate the purpose for reading during reading sessions.<br>• Ask student to make a deliberate choice about the way they will read particular text depending on the purpose (skim, scan, read, reread). |
| SLE R.1.10. Use relationships between words and sentences, sentences and paragraphs, and paragraphs and whole pieces to understand text. | Students will use the context of the sentence to decode unknown words.<br><br>Students will use the context of the sentences in a paragraph to monitor comprehension.<br><br>Students will use the context of paragraphs in the whole text to monitor comprehension. | • Statewide test<br>• Teacher made tests<br>• Samples of student writing | • Use "think alouds" to model how to problem-solve unknown words using the context of the sentence.<br>• Use "think alouds" to model how to clarify confusion in comprehension using the context of the paragraph and the whole text.<br>• Put sentences from paragraphs on sentence strips and have students rebuild the paragraphs in the story focusing on reconstructing the meaning of the paragraph.<br>• Have students work in small groups to reconstruct text from jumbled paragraphs focusing on reconstructing the meaning of the whole text. |

Grade Level 2

READING: COMPREHENSION (continued)

| Standard R.1, R.2 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE R.1.11. Use prior knowledge to extend reading ability and comprehension. | Students will build connections between text that is read or heard and their own knowledge and experiences to make sense of text.<br><br>Students will make and confirm predictions about text by using prior knowledge and information presented in the text.<br><br>Students will make inferences based on explicit information drawn from the text. | • Observation<br>• Statewide test<br>• Teacher made tests<br>• Project | • Model or "think aloud" the processes good readers use to link text information with their own background knowledge and experiences. For example, before reading <u>When I Was Young in the Mountains</u> (Rylant, 1982), encourage students to think about their own lives as a student and compare their lives to Cynthia Rylant's life as they read.<br>• Have students "quick draw" (5-10 minutes, sketch and label) what they know about a topic before they begin reading or at points throughout the reading.<br>• Before reading about a topic, such as the formation of mountains, have students brainstorm what they know in a list, on a semantic map or KWL chart.<br>• As stories or texts are read, stop at appropriate places in the text and ask the students to predict what will happen next. Have them justify their predictions with information from their heads or from the text. |

Grade Level __2__

READING: COMPREHENSION (continued)

| Standard R.1, R.2 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE R.1.12. Use specific strategies such as making comparison, predicting outcomes, drawing conclusions, identifying the main ideas and understanding cause and effect to comprehend a variety of literary genre from diverse cultures and time periods. | Students will comprehend text by using specific strategies, such as predicting outcomes, determining important ideas, inferring cause and effect, drawing conclusions.<br><br>Students will restate facts and details in text to clarify and organize ideas.<br><br>Students will determine a text's main ideas and how those ideas are supported with details. | • Samples of student writing<br>• Statewide test<br>• Teacher made tests | • Model use of strategies for predicting, drawing conclusions, finding main idea, making inferences and drawing conclusions by using books or excerpts from books.<br>• Show students how to apply strategies while reading stories, poems and informational text. For example, before reading When I Was Young in the Mountains (Rylant, 1982), encourage students to think about how their lives compare to Cynthia Rylant's life as they read. After they read have students use a Venn diagram to visually organize the information. Use a comparison paragraph frame to write a comparison paragraph.<br>• Use the book Good Books, Good Times (Hopkins, 1990) and have students give the main idea of each poem. Use a book such as Justin and the Best Biscuits in the World (Walter, 1990) to find the main idea of a whole piece.<br>• Use a book such as The Wednesday Surprise (Bunting, 1990) to predict the outcome.<br>• Read books which are conceptually challenging, such as Hundred Penny Box (Mathis, 1975) to give students the opportunity to comprehend beyond their reading level. |

Grade Level 2

READING: COMPREHENSION (continued)

| Standard R.1, R.2 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE R.1.13. Understand that texts have different purposes (e.g. persuading, informing, entertaining and instructing). | Students will distinguish different forms of text and the functions they serve (e.g. storybooks to entertain, content area textbooks to inform, recipe book to instruct). | • Observation<br>• Statewide test<br>• Teacher made tests<br>• Performance | • Use books such as A Chair for My Mother (Williams, 1983), a science book and a recipe book to discuss the different types of text and their purposes. Have students work in small groups with examples of each kind and determine in which category they belong. Every time a text is read, question students as to its purpose. |
| SLE R.1.14. Use print for daily activities (e.g. following directions, using references). | Students will construct, display and use various forms of functional print to accomplish tasks (e.g. calendars, lunch menus, class rules, reading and writing charts, word walls, messages). | • Observation<br>• Teacher made tests<br>• Samples of student writing<br>• Project | • Encourage students to use word walls for reading and writing.<br>• Display the daily lunch menu and classroom rules for students to read.<br>• Write one or two sentence classroom messages each day such as "Please clean your desk today."<br>• Display reading and writing strategy charts for students to refer to as needed. |

Grade Level 2

READING: COMPREHENSION (continued)

| Standard R.1, R.2 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE R.1.15. Demonstrate knowledge of expository and narrative texts. | Students will identify texts as being narrative or expository.<br><br>Students will recognize distinguishing features of familiar genres, including stories and poems.<br><br>Students will recognize expository text structures which are descriptive or comparative. | • Observation<br>• Statewide test<br>• Teacher made tests<br>• Portfolio<br>• Samples of student writing | • Discuss the differences between texts that tell stories (narrative) and texts that give information (expository), showing examples of each. Have students work in small groups with examples of each kind of text to determine in which category they belong. Every time a text is read, question students as to whether it is narrative or expository.<br>• Focus on narrative text structure by comparing several narratives and developing story maps. Use a book such as Where the Wild Things Are (Sendak, 1988) to illustrate the beginning, middle and end structure of narrative text.<br>• Introduce expository text structure using examples from trade books. Show the organization of the text by using a graphic organizer to record the most important information. Have students recreate the same text pattern with a related topic.<br>• For example, read the book The Skeleton Inside You (Balestrino, 1971) to introduce descriptive text. Use a semantic map to organize the information and have students write a summary from the map.<br>• Read Butterflies and Moths (Rowan, 1985) to illustrate comparison text. Use a Venn diagram to organize the most important information. Have students use the Venn diagram to compose a comparison paragraph. |

Grade Level 2

READING: COMPREHENSION (continued)

| Standard R.1, R.2 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE R.1.16. Use strategies for visual organization of information, such as story maps, semantic mapping, charts, etc. | Students will use a variety of graphic organizers to organize information (e.g. story maps, semantic maps, Venn diagrams, charts, etc.). | • Student produced graphic organizers, such as semantic maps, story maps, charts, etc.<br>• Statewide test<br>• Teacher made tests<br>• Samples of student writing | • After reading a selection, have students complete a graphic organizer appropriate for the structure of the text, such as a story map, main idea/details chart, character map, Venn diagram.<br>• For example, use a semantic map to analyze Cynthia Rylant's life in the mountains from her book When I Was Young in the Mountains (Rylant, 1982). |
| SLE R.2.1. Use critical thinking and problem solving strategies to integrate content from all subject matter areas. | Students will discuss books and articles related to a theme that integrates the curriculum.<br><br>Students will connect recurring ideas and themes across different texts.<br><br>Students will respond logically to open-ended questions that require prediction in all areas of the curriculum.<br><br>Students will solve math story problems. | • Observation<br>• Teacher-student interview<br>• Statewide test<br>• Teacher made tests<br>• Demonstration | • Plan thematic units to connect learning throughout all content areas. For example, read When I Was Young in the Mountains (Rylant, 1982) and How Mountains Are Made (Zoehfeld, 1995). Use the information from the non-fiction book to discuss other things Cynthia could have done as a young girl in the mountains. Have students analyze the formation of mountains and write a summary of the process from the analysis chart.<br>• Have students apply the reading strategies learned during reading to the content areas. For example, read the book Plants that Never Bloom (Heller, 84) without showing the title page. Have students infer the type of plants that the book describes and write a title for it. |

Grade Level __2__

READING: COMPREHENSION (continued)

| Standard R.1, R.2 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE R.2.2. **Read for personal reasons, such as for enjoyment, for information and for inquiry.** | Students will read a variety of fiction and nonfiction materials for enjoyment and information which may include the following:<br>• chapter books,<br>• easy-to read biographies,<br>• easy-to read informational books,<br>• magazines,<br>• folktales,<br>• poetry books,<br>• predictable text. | • Analysis of reading log/reading response journal<br>• Observation<br>• Checklist<br>• Demonstration | • Teachers should share the excitement of their own personal reading with students.<br>• Read aloud to the students everyday from a variety of texts—literature, informational, real world materials (newspapers, brochures, advertisements).<br>• Provide students time everyday for self-selected reading.<br>• Allow time everyday for students to do book talks (Reader's Chair) on the books they have finished reading.<br>• Do choral readings with short sections from books to pique students' interest in reading them.<br>• Encourage students to read to answer questions they may have.<br>• Use students' interest inventories to guide them toward appropriate texts. |

Grade Level 2

READING: FLUENCY

| Standard R.1, R.2 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| **SLE R.1.17. Read independently and with others daily (e.g. sustained silent reading, shared reading, partner reading).** | Students will demonstrate wise use of independent reading time.<br><br>Students will self-select materials on independent reading level based on personal interests and knowledge of authors. | • Analysis of reading log entries<br>• Observation<br>• Checklist | • Allocate time each day, approximately 25-30 minutes, for self-selected reading.<br>• Provide opportunities for students to read with others through choral reading, partner reading and literature focus groups.<br>• Have students reread books for various purposes, such as have students reread <u>When I Was Young in the Mountains</u> (Rylant, 1982) as a monologue. |
| **SLE R.2.3. Demonstrate fluency and comprehension in both silent and oral reading.** | Students will read and comprehend stories and passages of 400-800 words.<br><br>Students will read orally from familiar text with fluency (accuracy, expression, appropriate phrasing and attention to punctuation). | • Oral reading records with miscue analysis<br>• Answer comprehension questions<br>• Statewide test<br>• Observation<br>• Teacher made tests | • Use assisted reading with books such as <u>Chicken Soup with Rice</u> (Sendak, 1989) —teacher reads in phrases or sentences to students and they read the sentence or phrase back.<br>• Provide opportunities for students to meet the same word in different contexts, such as in speaking and writing activities, to help build their bank of familiar, high-frequency words.<br>• Provide opportunities for students to reread with others through choral reading, partner reading, small group reading, read-arounds.<br>• Provide familiar books that students can read during independent reading time.<br>• Use an overhead projector to frame phrases to be read to teach reading in phrases. |

Grade Level __2__

READING: FLUENCY (continued)

| Standard R.1, R.2 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE R.2.4. **Select appropriate reading material from library media centers and other sources.** | Students will understand the organization of and use important areas of the library/media center.<br><br>Students will choose appropriate reading material from a variety of sources (e.g. home, community library, classroom, bookstore). | • Analysis of reading log entries<br>• Observation<br>• Checklist | • Discuss the organization and procedures of the library.<br>• Have students complete interest inventories.<br>• Teach students how to judge the appropriateness of the readability level of a book.<br>• Allow students to share reading materials they have brought from home. |

Grade Level __2__

READING: LITERARY RESPONSE

| Standard R.1, R.2 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE R.1.18. Read, listen and respond to a variety of literary genres from diverse cultures.<br><br>SLE R.2.5. Respond to reading in a variety of ways (e.g. writing, retelling, art, drama). | **Students will listen to and read a variety of texts from various cultures.**<br><br>Students will respond to stories and poems in ways that reflect understanding through writing, movement, music, art, oral retellings and drama.<br><br>Students will demonstrate understanding of expository (informational) text in various ways, such as through oral retellings, writing, illustrating, developing demonstrations and using available technology.<br><br>Students will relate the life experiences, language, customs and culture of characters in text to their own experiences. | • Observation<br>• Oral presentation rubric<br>• Statewide test<br>• Teacher made tests<br>• Analysis of learning log/reading response journal entries<br>• Performance<br>• Writing<br>• Portfolio<br>• Project | • After reading a selection such as Feelings (Aliki, 1988), have the students trace around their bodies on white bulletin board paper and fill the inside of their shapes with images and words that describe their feelings.<br>• Help students think more deeply about a character through open-mind portraits—writing words or phrases describing a character on an outline of a head cut out of paper. For example, students could draw an open-mind portrait of Cynthia Rylant from her book When I Was Young in the Mountains (1982).<br>• For expository text, have students write an ABC book using the subject area vocabulary and terms.<br>• After reading a book such as Chicken Soup with Rice (Sendak, 1989), form student groups and have them create their own bowl-shaped books that are color-coded for the months of the season.<br>• Review William Steig's books for their artistic style. Notice that Steig uses black marker or crayon for outlining and bright watercolor for the background. Have students recreate scenes from their favorite stories using the same style and medium as Steig. |

Grade Level __2__

READING: LITERARY RESPONSE (continued)

| Standard R.1, R.2 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE R.1.19. Read more than one work by a single author. | Students will demonstrate knowledge of the content and theme of the works of an author. | • Checklist<br>• Project<br>• Analysis of reading log/reading response journal entries | • Focus "read alouds" on the works of one author. Discuss the common elements of the author's books, such as characters, story plot, themes.<br>• Read and examine several works by one author such as Cynthia Rylant, Peggy Parish, Tomie de Paola or William Steig. For example, in a study of de Paola's books, students can learn to value the wonderful illustrations and engaging texts as well as the genre of folktales which he so often chooses to write.<br>• Review William Steig's books for their artistic style. Notice that Steig uses black marker or crayon for outlining and bright watercolor for the background. Compare his illustrations with illustrations from other books to show how authors use illustrations to extend the meaning of the text.<br>• Encourage students to focus on the works of one author during independent reading time. |

Grade Level __2__

READING: LITERARY RESPONSE (continued)

| Standard R.1, R.2 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE R.1.20. Use strategies such as keeping reading logs, conferences with teacher and discussions with other readers for monitoring progress in reading. | Students will monitor their progress in reading through maintaining a reading portfolio which may contain the following: a reading log, reading goals checklist, record of conferences with teacher, responses to reading, interest inventories, reading assessments. | • Analysis of the reading log/reading response journal<br>•. Record of formal and informal book talks (Reader's Chair)<br>• Student self-evaluation, questionnaires and checklists<br>• Teacher-student reading conference<br>• Portfolio<br>• Project | • Explain the purpose and contents of a reading portfolio, including how to make entries in journals.<br>• Provide opportunity for students to keep reading logs to record the following:<br>--a list of books read,<br>--comments on particular authors,<br>--responses to particular texts,<br>--plans for further reading.<br>• Establish a process for conferencing with students to help them determine progress toward their reading goals. |
| SLE R.1.21. Experiment with creative and playful language, such as text innovations, choral reading, etc. | Students will retell a story using different characters, setting, events, etc.<br><br>Students will experiment with language--rhyming words, riddles, trying new words, nonsense words--in speaking, reading and writing. | • Retelling rubric<br>• Samples of student writing<br>• Analysis of learning log/reading response journal entries<br>• Observation<br>• Performance<br>• Portfolio | • Have students "become" characters from a story and compare insights about the different reactions they experience.<br>• Choose a story with a lot of dialogue and have students make stick puppets and read the story as a puppet show.<br>• Assign musical instruments for ending punctuation, such as a drum for a period. Put story on chart paper and encourage students to choral read and assign students to make sounds for punctuation marks. |
| SLE R.1.22. Use technological aides (e.g. data base, desktop publishing, spreadsheet) to support growth in reading. | Students will use available technology to gather information about an assigned or self-selected topic. | • Performance<br>• Portfolio<br>• Observation | • Have students use available technology to write, practice reading with interactive reading software, and play word games. |

Grade Level __2__.

READING: LITERARY RESPONSE (continued)

| Standard R.1, R.2 | Benchmarks | Assessments | Strategies/Activities |
|---|---|---|---|
| SLE R.2.6. **Use reading to enhance writing.** | Students will incorporate the language of stories into their writing.<br><br>Students will incorporate author's style into their writing.<br><br>Students will apply new vocabulary and concepts into their writing. | • Samples of student writing<br>• Statewide test<br>• Teacher made tests | • Examine a story for strong elements or type of structure. Have students read the story to see how the author used the element to construct the story. Have students apply what they have learned in their own writing. For example, in the book When I Was Young in the Mountains (Rylant, 1982), the author uses a lot of descriptive words. Examining the descriptive language helps students see how to use descriptive words in their own writing.<br>• After reading several narrative stories, have the class compose two or more alternatives for each section of the story (e.g. setting, characters, actions and reactions, quests or complications, resolutions). Students then select from the alternatives to compose their own stories. |
| SLE R.2.7. **Select appropriate resource material from a variety of sources (e.g. library media centers, community and home).** | Students will use multiple resources, including print (e.g. dictionary, encyclopedia), technology, and experts to locate information which addresses questions. | • Observation<br>• Checklist<br>• Project | • Lead students in an examination of the different types of resource materials including print, technology and people.<br>• Conduct a scavenger hunt. Give the students information they need to find and have them use the various resources to find the information. |
| SLE R.2.8. **Initiate and participate in conversations about reading.** | Students will participate in whole group and small group discussions about literature.<br><br>Students will discuss favorite books and stories.<br><br>Students will begin to talk about favorite authors. | • Observation<br>• Analysis of reading log/reading response journal entries<br>• Performance | • Divide students into small literature focus groups based on interests--a small group of students read the same book silently on a daily basis and then discuss what they have read with their group.<br>• Provide time everyday for students to conduct book talks (Reader's Chair). |

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